

INSTRUCTIONAL STRATEGIES AND METHODS

8

- Parts of Instruction ◀
- Teaching Methods ◀
- Getting Started—Decide on Your Methods ◀
- Communication and Presentation Skills ◀

INSTRUCTIONAL STRATEGIES AND METHODS

OVERVIEW



Suggested instructional time for this lesson: 3 hours

Introduction

Instructional strategies and methods are the heart of your course presentation; and selecting the appropriate ones will determine how effective your training will be. This lesson covers strategies and methods, their advantages, disadvantages, when to use them, and how to use them. It also addresses instructor skills, such as effective communication, questioning, and presentations, and provides students the opportunity to practice those skills.

Lesson Objectives

Through group discussion, question and answer sessions, and individual and group activities, the EMS instructor trainee should be able to:

- Define instructional strategies
- List the four parts of instruction
- List six teaching methods
- Describe two advantages and two disadvantages for each method listed
- Determine an appropriate teaching method given an objective
- Apply the principles of active listening in a roleplay exercise
- List five guidelines for effective presentations

Given the newly written objectives for their EMT Basic lesson, the EMS instructor should be able to select and design the appropriate instructional strategies that will facilitate student achievement of the new lesson objectives.

Materials Needed

- | | |
|-------------------------|---------------------------------|
| ■ Overhead projector | ■ Video camera (if available) |
| ■ Flipchart and markers | ■ TV (if video camera is used) |
| ■ Handouts | ■ VCR (if video camera is used) |

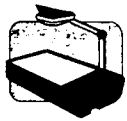
Instructional Strategies

- | | |
|-----------------------|-----------------------|
| ■ Lecture | ■ Activities |
| ■ Question and answer | ■ Practice/simulation |
| ■ Discussion | |

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

Ask for a volunteer to **read each objective**, using a flipchart prepared before class. Ask if there are any questions as you go over each one. Then, post them prominently in the room.



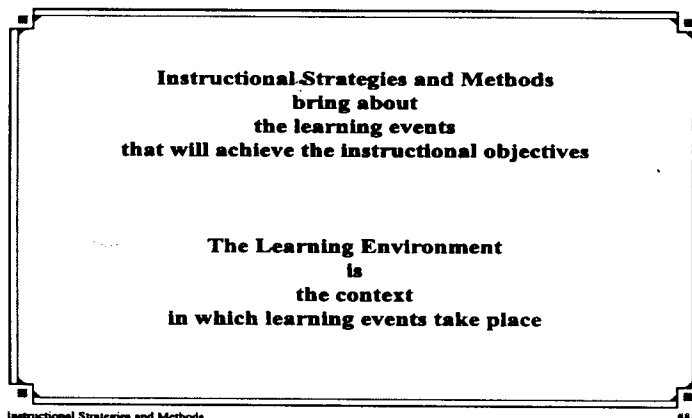
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LESSON PLAN

Lesson Objectives

I. Introduction to Instructional Strategies and Methods

A. Overview



1. Purpose/benefit of this lesson
2. Definitions
 - a. Strategy

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

I. Introduction to Instructional Strategies and Methods

A. Overview

As an instructor, you are responsible for determining the instructional strategies and methods that will best facilitate the attainment of the course and lesson objectives.

1. Purpose/benefit of this lesson

This lesson is designed to give you an overview of instructional strategies, to acquaint you with various teaching methods, to provide guidance in methods selection, and practice in their application.

All of the objectives for this course have one purpose, to help you develop the skills you need as an EMS instructor. This lesson will teach you how to design an appropriate mix of well-designed learning events, in order to motivate your future students and increase their ability to apply what they've learned on the job. The lesson also addresses key instructor skills.

2. Definitions

a. Strategy

The term strategy originally applied to the art of military command. In an educational setting, your instructional strategy defines the overall plan for accomplishing the course goals. To develop an effective strategy, you need to know what it is you are trying to accomplish. For example, the primary objective of this course is to produce knowledgeable and competent instructors. For an ambulance course, it may be to produce competent, safe, and knowledgeable ambulance drivers. As we have discussed, these outcomes can include knowledge components as well as performance components. Knowing the desired outcomes, you then devise a strategy that will work.

Do you remember back to the training delivery selection process and the discussion about how courses can be delivered in different ways? That selection process concludes with an instructional strategy. The teaching methods that you select will support that strategy.

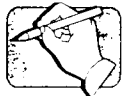
INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

What are some things we know about adult learners?



Write on flipchart

Record responses on a whiteboard or flipchart labelled Adult Learners.

LESSON PLAN

b. Methods

3. Review Lesson 4, The Adult Learner

a. Characteristics of adult learners

b. These characteristics should impact your instructional strategy

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

b. Methods

A method is a regular, systematic, and detailed way of accomplishing anything. So, your overall strategy is implemented through the use of specific methods.

Some objectives require knowledge acquisition and then hands-on practice, such as the ability to operate a piece of equipment or use a tool. To master these objectives, students require learning events that allow them to operate equipment or use a tool.

Other objectives require knowledge acquisition and perhaps application through simulation. For example, to develop competence in certain instructor roles, you may need to roleplay realistic scenarios or to watch others handle situations similar to what you will experience and then apply what you've learned.

We will present a variety of teaching methods and discuss the advantages and disadvantages of each in relation to cognitive, affective, and psychomotor objectives.

3. Review Lesson 4, The Adult Learner

a. Characteristics of adult learners

- Self-directing
- Experienced
- Ready to learn-motivated
- Problem centered

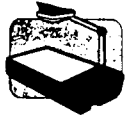
b. These characteristics should impact your instructional strategy

Adults master skills and concepts and react differently in a classroom situation than children. This lesson will help you to develop an instructional strategy and select teaching methods that will meet the unique needs of adult learners.

But before we discuss the various methods, let's review the basic components of any instruction.

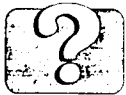
INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Display OH #8-2

Reveal each line as you discuss it.



Ask a question

How were the objectives for this lesson presented?

- Students read aloud
- Instructor explained
- Posted in the room



Ask a question

How can instructors link the new material to past learning? Solicit responses, discuss, conclude with these points.

- To previous lessons
- Through examples
- Ask students to share their knowledge and experiences

LESSON PLAN

B. The Parts of Instruction

1. Introduction

INTRODUCTION

- State the objectives
- Link objectives to performance
- Link new material to past learning

Instructional Strategies and Methods

#8-2

a. State the objectives

b. Link objectives to performance

c. Link new material to past learning

ADDITIONAL INFORMATION

B. The Parts of Instruction

While there are a variety of models describing instruction, most models include this sequence: Introduction, Presentation, Practice, and Test.

1. Introduction—a brief but important part of instruction.

a. State the objectives

The introduction begins with telling students what the objectives are. Do this at the course and lesson level. When students know precisely what is expected of them, they are able to focus and achieve.

In this course, certain methods are used to communicate and reinforce objectives. For example, you can prepare an overhead or a flipchart before class. You can post them in the room. You can ask students to read them aloud and ask for questions. And, of course, the objectives should be included in the student materials. Whether you use one or all of these methods, make sure that the objectives are stated and understood.

b. Link objectives to performance

The second part of the introduction is linking the objectives to performance. Sometimes instructors assume that students know why they are working toward the objectives. This is not always the case. Make the connection clear. This gives students a clear sense of purpose.

This should be done at the course, lesson, and individual learning event level. For example, when conducting an activity, the objective(s) *for that event* should be stated and understood.

c. Link new material to past learning

Finally, the introduction relates new learning to past learning (particularly important for adult learners) in several ways. First, during a course with a series of lessons, you may briefly review material from past lessons and show how the new material relates. Or, you may describe the lesson in terms of existing knowledge by using examples or asking students to relate what they are learning to their own experiences.

INSTRUCTIONAL STRATEGIES AND METHODS

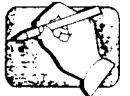
INSTRUCTOR NOTES



Ask a question

Does anyone remember how we linked this lesson to existing knowledge?

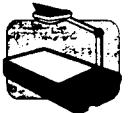
- Reviewed characteristics of the adult learner and learning theory



Write on flipchart

What are some examples of material that is presented during an EMS course?

Record responses on a flipchart labelled Organizing New Material.



Display OH #8-3

Discuss how these guidelines could be applied to the examples given above.

LESSON PLAN

2. Presentation

a. Present the new material

b. Guidelines for delivering new information

EFFECTIVE PRESENTATIONS

- Logically ordered
- Divided into small chunks
- Use job-related examples
- Use visual aids
- Encourage interaction
- Call attention to key points

Instructional Strategies and Methods

#8-3

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

2. Presentation

a. Present the new material

In the presentation portion of a learning event, the instructor presents new concepts, rules, information, processes, and/or demonstrates new skills. From research, we know several things about how to introduce new material most effectively.

b. Guidelines for delivering new information

■ Organized and presented in a logical order

Students learn more from presentations that are logically organized and highly structured. Material can be organized in a number of ways, such as chronologically, or in order of complexity or importance. Generally speaking, topics should proceed from the simple to complex. However, the most important information can be introduced either first or last, depending upon the topic.

All three learning domains require the logical ordering and presentation of new material. When the material demands movement, or kinesthetic learning, such as the correct way to tango or waltz, you might first demonstrate how to do it "right," so students know what to aim for. Then, you probably should break the entire dance down into small sections or individual movements, as discussed below. Once students have mastered each part, they can more easily pull each element into a cohesive whole.

Some information can be more easily understood by seeing a picture than listening to an explanation, for example, the concepts of symmetry and balance, which are presented in Lesson 9. The organization of visual material is discussed in Lesson 9 as well.

■ Break into sections or component parts

Students learn more from presentations that are delivered in "bite-sized" pieces or relatively small sections.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Display OH #8-4

LESSON PLAN

3. Practice

EFFECTIVE PRACTICE

- Occurs frequently
- Requires active trainee involvement
- Includes corrective feedback to address errors
- Increases in difficulty from transitional practice to criterion practice

Instructional Strategies and Methods

#8-4

- a. Absolutely essential for learning

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

Even smaller chunks are needed in the following situations:

- ☐ When the information is complex or unfamiliar
- ☐ When a group is too large for one-on-one guidance during practice
- ☐ When delivery is rapid

However, the information should still be organized so that closely related ideas or steps in a process are seen as connected and presented accordingly.

- Key points should be highlighted
- New information should be related to past learning, through real-life or job-related examples.
- Instructional aids should be used

The use of instructional aids is encouraged, as students remember more when they see and hear or see and do, rather than when they simply listen to a lecture, for example.

- Provide opportunities to interact

Lecture presentations should be interspersed with many opportunities for interaction through the use of questions, discussion, practice, and activities. This ensures that learners are involved; consequently, they are more likely to absorb, process, and apply new material as it is presented.

3. Practice

a. Absolutely essential for learning

Practice is absolutely essential for learning. A skill that is not mastered during training is unlikely to be mastered, remembered, and used later. Ideally, practice should occur frequently and immediately after the presentation of relatively small chunks of material. The most effective practice requires active student involvement.

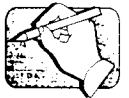
INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

Tell me some ways to simplify early practice.



Write on flipchart

Record responses on a board or flipchart labelled Simplifying Practice

Complete, using the list below:

- Break down a task into component parts
- Lower the standards of performance
- Remove additional factors bearing on practice
- Simple responses first, then more complex

LESSON PLAN

- b. Errors should be corrected every time, right away
- c. Types of practice
- d. Transitional practice
 - (1) Simplify early practice
 - (2) Maximum guidance in early practice, gradually decreasing

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

- b. Errors should be corrected every time, right away

Initial practice should be simple enough to reduce the risk of error. When errors occur, don't be afraid to correct them, every time, and right away. Once a student practices something incorrectly, it will be much harder to perform correctly. Trial and error practice is generally not effective.

- c. Types of practice

Practice can be included in your lesson plan in several ways. For example, during a short pause in a presentation, the instructor could ask students to think through a response or to picture themselves performing an activity. This is sometimes called covert, or non-observable practice. Observable, overt, practice can range from a simple response to a question to a team activity demonstrating a complex procedure learned during the course of a 5-day workshop. Culminating exercises that demonstrate mastery of a broad area of course content are important in assessing overall mastery, but they should always be preceded by opportunities to practice smaller units of material. These opportunities are called *transitional practice*.

- d. Transitional practice

Transitional practice helps trainees move from the skill level they have when they begin the course to the level of competence required for successful completion of the course. There are several ways to simplify early practice.

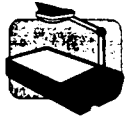
- (1) Simplify early practice
- (2) Maximum guidance in early practice, gradually decreasing

The instructor provides maximum guidance in the beginning of practice. This guidance can be in the form of corrective feedback, a cue about the type of answer you're looking for, an example of a similar situation, or even a review of the relevant material before practice begins. Guidance increases the likelihood of correct performance.

As the student gains confidence and competence, guidance should decrease accordingly. Final practice should be unguided attempts to perform under the same conditions as evaluation will occur. This is called *criterion practice*.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Display OH #8-5

Refer students to Lesson 2 for a discussion of positive, constructive, and corrective feedback.



Ask a question

How was this section on the parts of instruction organized?

■ Chronologically

Was the material effectively organized?

How much material was presented in each section?

LESSON PLAN

e. Feedback

EFFECTIVE FEEDBACK

- Immediate
- Clear
- Accurate
- Solution-oriented
- Respectful

4. Test

- a. Final, unguided evaluation
- b. Conditions of performance
- c. The criterion is the standard set by the objectives

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

e. Feedback

Feedback is given throughout all practice. Your feedback should be immediate, clear, and accurate. If the exercise has been performed correctly, provide positive reinforcement. If there are incorrect areas of performance, begin by reinforcing positive aspects. Then use corrective feedback to guide the student into a more accurate response.

4. Test

a. Final, unguided evaluation

A test is final, unguided performance of the learned skill by a trainee.

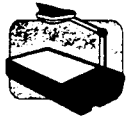
b. Conditions of performance

Tests are performed under conditions as close to those on the job as possible and should match those set forth in the objectives.

c. The criterion is the standard set by the objectives

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Display OH #8-6

Note that there are seven categories of teaching methods here, each with specific applications.

LESSON PLAN

C. Teaching methods

1. Using a variety of methods enhances instruction
2. The media, the message, and the methods
3. Categories of methods

CATEGORIES OF METHODS

- Presentation Forms
- Discussion Forms
- Demonstration
- Simulation
- Cooperative Learning
- Problem Solving
- Tutorial

Instructional Strategies and Methods

#8-6

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

C. Teaching methods

1. Using a variety of methods enhances instruction

You will generally use several teaching methods during the presentation of a lesson. Familiarity with a number of techniques allows you to select the best method for a particular objective, maintain the group's interest, and to reach different types of learners.

2. The media, the message, and the methods

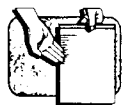
It is helpful to distinguish between *what* must be communicated in an instructional setting—the message—and the vehicles that are used to get the message across—the media and the methods. Instructional media are carriers of information, e.g. printed materials, slides, films, etc. Instructional methods are those procedures of instruction that are selected to help learners achieve objectives, that is, to understand and apply the message. Lesson 9, Design and Use of Media, will provide you with details about instructional media; this lesson presents a variety of instructional methods.

3. Categories of methods

Presented here are seven categories of instructional methods, each with more specific applications. Refer students to Appendix B, Handouts/ References, for a matrix of these methods which includes: definition, most appropriate use, advantages/disadvantages, and information about how to instruct using each method.

INSTRUCTIONAL STRATEGIES AND METHODS

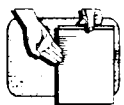
INSTRUCTOR NOTES



Refer to handout

Refer to Appendix B for a matrix of each of these methods which includes:

- Definition
- Most appropriate use
- Advantages/disadvantages
- How to instruct



Refer to handout

Refer students to an evaluation tool, the Demonstration Checklist, located in Appendix B.

LESSON PLAN

- a. Presentation forms, including lecture
 - Lecture
 - Reading assignments
- b. Discussion forms
 - Structured inquiry
 - Discussion
 - Small group discussions
- c. Demonstration

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

a. Presentation forms, including lecture

A presentation occurs when a source disseminates information. The source could be a lecturer, an audiotape, a filmstrip, or even a textbook. It is one-way communication, typically controlled by the source. For example, as part of a museum tour, you might check out a tape player with headphones. The audiotape and accompanying map guide you through the exhibits and present information about each display. Although you could stop and rewind the tape, there is no opportunity to question the source and clarify the message.

- Lecture
- Reading assignments

b. Discussion forms

Discussion involves interaction between the source and the learners. This interaction makes a significant contribution to the learning process. It is useful from the point of view of the instructor, because it is one way of assessing the knowledge, skills, and experience of the group. From the student's perspective, discussion greatly enhances the processing, retention, and application of the content. The discussion method also establishes a cooperative, collaborative learning environment, essential for adult learners.

- Structured inquiry
- Discussion
- Small group discussions

c. Demonstration

A demonstration shows a process to be learned or the way something works. The objective might be for the student to imitate how to do what is demonstrated, to simply show how something works, or for the student to adopt the attitudes and values illustrated in the modelled behavior. On-the-job training can be a form of demonstration which allows question and answers between an experienced worker and a newcomer. A job aid for evaluating demonstrations is included in Appendix B.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

- d. Simulation
 - Roleplays
 - Experiential learning
 - Field trips
- e. Cooperative learning
 - Brainstorming
 - Team development
 - Small group projects
- f. Problem solving
 - Case studies and critical incidents
 - Games
 - In-basket exercises

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

d. Simulation

Simulation methods provide an approximation of real-life situations, thereby offering realistic practice and/or exposure to on-the-job conditions without the expense or risks otherwise involved. Interpersonal skills and laboratory experiments are popular subjects for simulations.

- Roleplays
- Experiential learning
- Field trips

e. Cooperative Learning

A primary advantage of cooperative learning is that these methods more closely approximate the working environment, in which employees rely on one another to accomplish goals. A growing body of research indicates that students learn from each other as they work in teams.

- Brainstorming
- Team development
- Small group projects

f. Problem solving

Presenting students with challenging problems is a teaching method which stimulates thought, utilize higher level thinking skills, and encourages intense participation. Some of these methods are better for some content than others. For example, games are frequently employed in business schools to develop decision-making skills. Teams work together to address the problems of a mythical company.

- Case studies and critical incidents
- Games
- In-basket exercises

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

g. Tutorial

- Computer-assisted instruction

- One-on-one instruction

D. Methods to enhance learning transfer

1. Exercises

ADDITIONAL INFORMATION

g. Tutorial

Tutoring is most often done on a one-on-one basis, but the source can be a computer, an instructor, learning lab personnel, or another student. The hallmarks of tutored instruction include the presentation of material, student responses, and feedback regarding accuracy. Tutors provide practice until the learner can demonstrate competence.

- Computer-assisted instruction
- One-on-one instruction

D. Methods to enhance learning transfer

Learning transfer occurs when a student is able to apply the concepts and skills learned in a training environment to on-the-job practices. Learning transfer is enhanced when retention is increased; obviously things remembered can then be applied. The instructional methods and media that you choose have an impact on retention and transfer. It has been pointed out that the use of visual aids, frequent practice, and breaking information into small yet cohesive sections increases retention. The use of instructional methods that reproduce on-the-job conditions as closely as possible has been shown to greatly enhance learning transfer. For example, case studies, in-basket exercises, and roleplay activities.

1. Exercises

The more closely training is related to actual job performance, the more effective the training will be. In the introduction, link objectives to on-the-job tasks. In the presentation, use examples from the work environment. Draw on your own experience to enhance the presentation's relevance. Be cautious, however, of "war stories." It is easy for students to become distracted by interesting stories; examples should always support the lesson objectives.

Practice and testing should focus on those skills that will be used in work performance, and conditions should simulate those on the job as closely as possible.

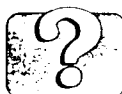
INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Write on flipchart

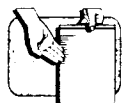
List the job aids used in this course so far. Record on a flipchart labelled Job Aids.



Ask a question

Do you have any suggestions for additional job aids?

Would you change the ones we've used so far? If so, how?



Refer to handout

Refer students to the Sample Action Plan in Appendix B.



Conduct activity

Using the objectives and evaluation plan developed in previous lessons, students should decide upon the teaching methods they will use in their final presentation.

Instructional media will be developed in Lesson 9, and the lesson plan in Lesson 10.

LESSON PLAN

2. Job Aids

3. Action Plans

E. Activity 8.1—Decide on Your Methods

1. Work individually
2. Refer to the EMT-Basic lesson assigned for final presentations
3. Determine the instructional methods that will best help students attain the lesson objectives

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

2. Job aids

Job aids are written guides for on-the-job use. They often come in the form of checklists, steps for a procedure, or visual identification aids. Participants may follow the job aids during a presentation, use them as part of an exercise, or have them handed out at the end of a course.

3. Action plans

Action plans aid the transfer of learning by helping trainees to think through applying new skills or knowledge in a job situation. Action plans range from relatively simple forms that can be completed in a 15-minute exercise, to complex plans, developed by work teams that can take a half-day or whole-day session. Long-term action plans are completed during the course; participants commit to taking action within a specified period of time, say within a few months.

A good follow-up to the long-term action plan: the instructor can have participants write a letter to themselves during class that details what they plan to do on-the-job with the information they're learning. Then in 3 to 6 months, the instructor has a stack of letters to mail to participants which will remind them to apply their new skills and gives them the opportunity to evaluate how well they've done that so far.

E. Activity 8.1 – Getting Started – Decide on Your Methods

Students will determine the best fit instructional strategies, given the objectives and the evaluation plan they developed in Lesson 6 and 7. Encourage them to refer to the matrix of Instructional Methods included in Appendix B. If possible, recruit assistant instructors to help you give some one-on-one guidance to students during this activity.

INSTRUCTIONAL STRATEGIES AND METHODS

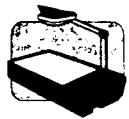
INSTRUCTOR NOTES

LESSON PLAN



Refer to handout

Preparing To Teach handout,
Appendix B.



Display OH #8-7

II. Instructor Skills

A. Preparation

B. Communication skills

1. Classroom settings and one-on-one interactions
2. Giving instructions
3. Non-verbal elements of communication

NON-VERBAL ELEMENTS

- Eye contact
- Space
- Facial expressions
- Posture
- Gestures
- Movement
- Vocalization

Instructional Strategies and Methods

#8-7

ADDITIONAL INFORMATION

II. Instructor Skills

In this section, you'll have an opportunity to practice and refine your instructor skills.

A. Preparation

Preparation is critical to effective instruction. Review the content of a course thoroughly. If you have not taught a course before, allow yourself plenty of time to examine each lesson. If you have questions, get them answered. It is more difficult to train effectively when you are unfamiliar or uncomfortable with the material.

It also is helpful to understand the overall structure and organization of the course you are going to deliver; that is, to get the big picture as well as the details. Get an idea of how each section builds on and relates to the others, and how to best use the materials to achieve the course goals. More specifically, review the sequencing of lessons, note all of the activities, and make sure you have the necessary materials and supplies.

B. Communication Skills

1. Classroom settings and one-on-one interactions

As instructors, we are most often faced with a room full of students. Sometimes, however, we are in settings that involve guided practice, individual tutoring, and other forms of one-on-one contact. We will discuss communication skills that are needed in both classroom settings and during one-on-one interactions.

2. Giving instructions

3. Non-verbal elements of communication

Non-verbal elements of communication have been found to influence perception and contribute to a feeling of trust even more than the spoken word. Gestures and facial expressions convey interest, sympathy, understanding or confusion, affirmation and agreement, or disapproval. Being aware of these non-verbal elements can help you to build trust and to establish rapport quickly.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

How do you feel about a speaker who looks at the floor or who reads notes without looking up?

- No confidence
- Unprepared
- Afraid of audience
- Aloof

LESSON PLAN

a. Eye contact

(1) Speakers tend to use three kinds of eye contact

- Direct
- Scan
- Room thirds

ADDITIONAL INFORMATION

a. Eye Contact

Maintain appropriate eye contact. Good eye contact helps to establish your credibility. It engages participant attention and interest. When you look directly at a student, s/he will feel that you are speaking to them personally. Eye contact helps you to "read" your audience; you can more accurately gauge interest level, comprehension, the time needed to complete an activity, and whether it's time for a break.

(1) Speakers tend to use three kinds of eye contact

■ Direct

The speaker focuses on one person for several seconds or for an entire sentence. This type of eye contact captures a participant's attention and gives you a chance to study them. Use direct eye contact with several participants around the room and draw in the whole audience.

■ Scan

The speaker makes eye contact with each person briefly and includes everyone. A scan gives you a quick "read" on the audience. This is particularly useful after your attention has been diverted to adjust a transparency or distribute materials.

■ Room Thirds

If you tend to focus on just a couple of people or one section of the room, it can be helpful to mentally divide the room into thirds and then deliberately make eye contact with participants in each section. This will help you to avoid the common mistake of making contact with only the friendliest, most interested faces. If you are nervous, it can help to make contact with the friendly faces. But, if you stick with those alone, you will lose the opportunity to draw in the rest of your participants.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

Have any of you encountered a situation that was a direct result of a unique cultural perspective?

Ask everyone to stand up, feet apart, arms at sides. Have them shake their arms a bit if they're not relaxed. Remind them to think about their facial expression, too—it doesn't have to be sweet, just pleasant and interested.

LESSON PLAN

(2) Cultural differences in making eye contact

- b. Space
- c. Facial expressions
- d. Posture

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

(2) Cultural differences in making eye contact

Be sensitive to unique cultural tendencies regarding eye contact. For example, some cultures consider direct eye contact while both speaking and listening to be a sign of interest. In other cultures it is considered more attentive to drop or avert the eyes while listening, showing earnest concentration.

b. Space

Space can relate to power. Be sensitive to perceptions; a large desk between you and your student may be seen as a barrier, while being too close may seem intimidating, particularly if you tower over your student. Be aware of space when you communicate and create an open, receptive, and non-threatening environment.

NOTE: There are cultural differences regarding space as well. "Personal space" is the distance we like to keep between ourselves and others. Except for intimates, we will feel invaded when "our space" is breached. Ranges for personal space tend to be larger for men than for women; and in certain cultures, the space requirement is minimal. The feeling of continually wanting to move away from or closer to the other is the likely result of this intercultural disparity.

c. Facial expressions

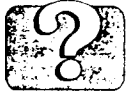
Facial expressions are perhaps the most powerful non-verbal element of communication. Be sure to give clear non-verbal signals, such as nodding your head in agreement, smiling your approval, or looking perplexed when you have a question. These expressions help to preserve the "give-and-take" dynamic of conversation which are necessary to shared understanding.

d. Posture

An "open" body posture is one in which your arms lay casually at your side, or rest on a surface. Leaning forward conveys an eagerness to hear the next word. The best stance for training is solid and comfortable. Feet are shoulder-width apart, arms at sides, expression relaxed with an open, friendly manner. With this body posture, you will look confident, in control, and ready. You'll also be able to move easily and use your arms to gesture.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

When do we gesture in conversation? When we're:

- Excited
- Can't explain in words
- Displaying something
- Trying to make a point

What are some distracting things that speakers do?



Ask a question

When do trainers move during training?

- For emphasis
- To use flipcharts, boards, and overheads
- Check in with participants
- During activities

Remind participants to use movement deliberately. It can have a powerful impact.

LESSON PLAN

e. Gestures

f. Movement

g. Vocalization

- Vary volume, pitch, speed, and tone
- Pause naturally

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

e. Gestures

Another important part of non-verbal communication is gesturing. During a presentation, use gestures you would feel natural in an exciting or important conversation. Gestures that you commonly use will be more comfortable for you and they won't appear artificial to your audience. However, remember that gestures need to be "bigger" than they are in normal conversation. Audiences have a difficult time seeing small or waist-level gestures and tend to interpret this type of movement as nervousness.

f. Movement

Avoid rocking or pacing; they will distract from your presentation. Take steps! Firm, purposeful movement will enhance your presentation.

Moving toward your audience has a powerful impact; use movement deliberately to emphasize important points.

g. Vocalization

- Vary volume, pitch, speed, tone

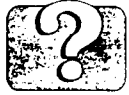
Vary your volume, pitch, speed and tone. If you speak softly, imagine speaking to the back of the room. This will help you to project your voice; participants become frustrated when they cannot understand the speaker. Focus on WHAT you are saying and your voice will reflect your message.

- Pause naturally

Pauses are a natural part of how we use our voices and should be used during your presentation. They are effective before beginning to focus a group's attention, to emphasize an important point, and to invite reflection. Pause after you ask a question or solicit input. Some trainees will need time to formulate a question or an answer. Do not assume silence means no one is going to respond. Count to ten (slowly) after you've asked for a response.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

Can you compare these types of responses to the types of feedback we discussed in Lesson 2?

LESSON PLAN

4. Confirming responses

- Direct acknowledgement
- Clarifying response
- Positive response
- Supportive response
- Constructive disagreement

ADDITIONAL INFORMATION

4. Confirming responses

During conversations, listen attentively. Use what are known as *confirming* responses. Confirmation involves acknowledging the other's communication by responding relevantly in such a way that accepts their experience, whether you agree with them or not. Confirming responses also suggest a willingness to become involved with the other person. Include both non-verbal and verbal elements. We'll discuss each type in detail.

- Direct acknowledgement—a confirming response that enables the speaker to know that what was said has been heard and understood. For example, "Yes, I understand what you mean."
- Clarifying responses ask for more information.
- Positive response—expressing your genuine positive reaction is appropriate and welcomed by the student.
- Supportive response—supportive responses demonstrate care and consideration for another's circumstances or point of view. This may include a declarative statement of intention to act on their behalf, or simply an empathetic word of encouragement.
- Constructive Disagreement

Disagreement can occur between you and your students, but keep the focus on the content rather than the individual. Find something to agree with in the ideas, opinions, and beliefs of your student, even if it is merely to say that you share a concern about the issue. Refer to the section on *constructive feedback* in Lesson 2, Instructor Roles and Responsibilities.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

5. Disconfirmation

- Irrelevant or tangential
- Impersonal or impervious
- Incongruent verbal and non-verbal messages

6. Activity 8.2—Active Listening Roleplay

- a. Form pairs
- b. Given scenario cards, roleplay active listening responses
- c. Obtain feedback from your partner

ADDITIONAL INFORMATION

5. Disconfirmation—a roadblock to communication which alienates the two communicators.

- Irrelevant and tangential response

One form of disconfirmation is a response that is irrelevant or tangential. These off-topic replies say, "What you are saying is not important; I want to talk about what matters to me." For example, when the little boy says to his mom, "Look, Mom. I found a snail" and the mother answers, "Go wash your hands."

- Impersonal or impervious response

Impersonal or impervious responses are also disconfirming; here the message is "You don't matter" or "I don't want to get too close to you." These can be cloaked in inappropriate humor; sarcastic comments are usually disconfirming.

- Incongruent verbal and non-verbal messages

Each of us "speaks" with a distinct body "language" just as surely as we speak with words. In fact, research indicates that when verbal and non-verbal messages appear to contradict one another, people tend to believe the non-verbal message is more accurate. This type of incongruency is disconfirming as well. For example, if you smile while you tell students that the class as a whole is doing very poorly, students will be perplexed.

6. Activity 8.2—Active Listening Roleplay

Refer to Appendix A. The class should break into pairs and choose one person to play the student and one person to play the instructor. The "student" refers to the scenario cards to start the roleplay. The "instructor" applies the principles of active listening as they respond to their partners. This roleplay gives participants the opportunity to practice the three types of feedback discussed in Lesson 2 and to put to use the communication skills just discussed.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

C. Questioning techniques

1. Setting expectations
2. Make your request clear

ADDITIONAL INFORMATION

C. Questioning techniques

In a typical classroom, the instructor does most of the talking. This approach is not the most effective way to stimulate learning. The skillful use of questions will facilitate participation and create a more dynamic learning environment.

Encourage participants to ask questions; think of questioning as a window of opportunity for real learning to occur. If you have a quiet group, break the ice by asking for a show of hands in response to a simple question. This can get things moving.

1. Setting expectations

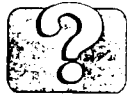
Let the group know at the beginning of your presentation that you will be asking and accepting questions throughout the course presentation.

2. Make your request clear

Make it clear what you are asking for. Do you want a list of items, a brief summary, a description, an example? Also, make your purpose clear; relate the question to the learning.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Ask a question

Can you think of any other reason to question your students?

LESSON PLAN

3. Purpose of questioning

- a. Assessment
- b. Drawing out participants—use notecards
- c. Eliciting discussion or increasing accountability
- d. Increase retention

ADDITIONAL INFORMATION

3. Purpose of questioning

a. Assessment

In this course, you will find that questions are often used to appraise the background knowledge of the group or to assess how well students are processing and applying the information that is being presented. A question is posed, the group provides answers, and the instructor documents them on the flipchart or board. The instructor then completes or fills in missing points. When using these types of questions it is important that the instructor screen the answers and only document on the flipchart those answers that are correct. Otherwise, the participants who are taking notes will write down incorrect information.

b. Drawing out participants—use of notecards

One very effective technique when dealing with a group who may be intimidated by the speaker, or when the material is particularly complex, is the use of note cards. pass out a 3x5 card at the beginning of the session (not the course) and ask everyone to write down one good question before the next break. Then, discuss the questions directly after the break.

c. Eliciting discussion or increasing accountability

It is also appropriate for instructors to direct questions to the participants. Questions directed to the group at large may elicit a good discussion; questioning an individual serves to increase accountability and therefore attention to course material.

d. Increasing retention

Research indicated that as learners make connections between new information and their own knowledge, retention increases. Some questions are more effective at generating the reflection, processing, and connections necessary o learning than are others. The two major categories are open- and close-ended questions. Open-ended questions solicit more feedback and interaction. Closed-ended questions are useful to control talkative participants and to bring closure to key points.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

4. Question and answer sessions

- a. Prepare—anticipate questions
- b. Prime the pump
- c. Keep to the point and be brief
- d. Don't worry if you don't know the answer

D. Use of humor

ADDITIONAL INFORMATION

4. Question and answer sessions

Question and answer sessions allow you to address specific concerns of your group, to clarify your main points, and to learn from the audience.

a. Prepare—anticipate questions

Preparation will help you. Try to anticipate the kinds of questions your audience will ask as you go through the lesson plan. If you have trouble, ask someone who has taught the course before.

b. Prime the pump

During a question and answer session, let the group know what kinds of questions are appropriate. When you have opened the session up for questions, allow the group some time to come up with a questions. Try to become comfortable with a pause. If you still don't get a question, you may ask a question yourself. "I was wondering how this applied to your specific situations..."

c. Keep to the point and be brief

d. Don't worry if you don't know the answer

Do not worry if you don't know the answer. You can throw the question out to the audience and let them share their experience, offer to find the answer to the question (make sure you follow up if you do), or state that the question is outside of the scope of the presentation (if it is). Use active listening to clarify unclear questions. Break complex questions down into parts. If a question seems hostile, the best approach is to ignore the hostility and focus on the question. Deal with the hostility privately if it appears to be a problem.

D. Use of humor

Humor is important in training; it can add interest, reduce tension, and increase group identification. Humor should be both effective and appropriate. Humor should support the objectives of the course, not dominate the course or sidetrack the group. Humor is never the point, always a method. Humor should always be used appropriately. Be aware of, someone who could be hurt or offended by what you may be saying, or reflecting poorly on the EMS. Self-

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Conduct activity

Refer students to Activity 8.3 in Appendix A. Go over the directions with them and encourage them to have fun with the presentations. Provide guidance to trainees individually as they prepare.

Have class members use the Mini-Presentation Checklist in Appendix B as they observe each presentation.

After each trainee completes his or her presentation, debrief them. Ask what they thought they did well and what they would like to work on for their final presentation. Then pass them the checklists so they can learn from the feedback of others.

LESSON PLAN

E. Activity 8.3—Mini-Presentations

1. Refer to Activity 8.3 in Appendix A and prepare individually
2. Use the Presentation Checklist in Appendix B as you observe each presentation
3. Relax and enjoy the practice

INSTRUCTIONAL STRATEGIES AND METHODS

ADDITIONAL INFORMATION

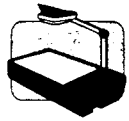
deprecating humor is generally the safest, although too much of it may injure your credibility with the group.

E. Activity 8.3—Mini-Presentations

Refer to Activity 8.3 in Appendix A for details about this exercise. Be sure to use the presentation evaluation forms to familiarize students with their use prior to the final presentations and allow practice in observation and scoring. This exercise should provide feedback to students about things they may want to work on and serve as an interim evaluation.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES



Display OH #8-8

Refer students to the Student Presentation Evaluation Form in Appendix B and note the similarity between the items and the points on the overhead transparency. Tell students that this form is the one that they will use to evaluate each others' final presentations.

LESSON PLAN

F. Facilitation

G. Presentation guidelines

PRESENTATION GUIDELINES

- State objectives
- Gain attention
- Be organized
- Use training aids
- Know your material
- Answer questions
- Show enthusiasm
- Maintain control
- Be flexible
- Be yourself

Instructional Strategies and Methods

#8-8

ADDITIONAL INFORMATION

F. Facilitation

Facilitation is the art of managing a process among participants. Facilitation is generally used during group discussions or processes to help the group work together to find solutions. Successful facilitation tries to make itself obsolete by providing groups with the skills to manage itself. Facilitation relies on active listening, close observation of group dynamics, and restraint. It can be tempting to jump in and solve a group's problem or point out where the group should be going. Good facilitators give groups room to test out ways of working together. Ground rules agreed on by the small group will help them to manage their own processes.

Refer to Lesson Two, Instructor Roles and Responsibilities, for more information about facilitation skills.

G. Presentation Guidelines

1. State objectives

Let participants know what they should expect to get out of the instruction. Continue to reference these objectives throughout your presentation. This helps students to mentally organize the material you are presenting. It also increases student satisfaction when it becomes clear that the stated objectives were met.

2. Gain the student's attention

Many methods may be used to gain the student's attention, e.g., telling a relevant anecdote, posing a unique situation, or asking how they would solve a problem. Once you have gained their attention, you must then maintain it throughout the entire lesson. After about 15-20 minutes of presentation, it is essential that the student be reinvolved in the learning process. Use the various instructional methods described earlier in the lesson, such as questioning, brainstorming, or demonstration to keep students active in the learning process.

3. Be organized

Present material in a logical sequence, building from foundational concepts. Have the necessary materials at your fingertips.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

ADDITIONAL INFORMATION

4. Use training aids

People learn better when more than one sense is stimulated. By using pertinent, well-designed aids, comprehension and retention will be enhanced. In addition, multimedia materials add variety to the learning experience.

5. Know your material

This item is important. Your credibility and student attentiveness go hand in hand.

6. Answer questions

This has two parts. First, always respond to student questions, even if they seem irrelevant. Never ridicule. If a question appears to be out of scope, say something like, "Let's see how this relates to what we've been discussing." If a question is too broad or tangential to the discussion, it may have to be deferred. When you have responded to a question, make sure you were on target and complete.

The second part is the reality check. Get an accurate read on the effectiveness of your presentation by asking questions of the students. Direct questions to students at times. This forces participants to process the material and put it to use, and lets you evaluate individual comprehension. Give the student time to think through the question and come up with an response before you jump in and answer it yourself.

7. Show enthusiasm

Be enthusiastic about the material and enthusiastic in your delivery.

8. Maintain control

It is your responsibility to target objectives and keep the discussion on track.

9. Be flexible

Being well-prepared means you have an outline and follow it. However, the needs of your students may require flexibility in timing and instructional strategies.

INSTRUCTIONAL STRATEGIES AND METHODS

INSTRUCTOR NOTES

LESSON PLAN

III. Summary

References

ADDITIONAL INFORMATION

10. Be yourself

You may admire certain speakers for their flair or competence. Don't try to imitate them; it doesn't work. Instead, try talking to students as if they were your neighbor or friend. This can help you to relax and make your delivery more effective.

III. Summary

This lesson presented an overview of instructional strategies and methods, their advantages, disadvantages, when to use them, and how to use them. It also addresses instructor skills, such as effective communication, questioning, and presentations, and provides students the opportunity to practice those skills.

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**Instructional Strategies and Methods
bring about
the learning events
that will achieve the instructional objectives**

**The Learning Environment
is
the context
in which learning events take place**

INTRODUCTION

- **State the objectives**
- **Link objectives to performance**
- **Link new material to past learning**

EFFECTIVE PRESENTATIONS

- **Logically ordered**
- **Divided into small chunks**
- **Use job-related examples**
- **Use visual aids**
- **Encourage interaction**
- **Call attention to key points**

EFFECTIVE PRACTICE

- **Occurs frequently**
- **Requires active trainee involvement**
- **Includes corrective feedback to address errors**
- **Increases in difficulty from transitional practice to criterion practice**

EFFECTIVE FEEDBACK

- **Immediate**
- **Clear**
- **Accurate**
- **Solution-oriented**
- **Respectful**

CATEGORIES OF METHODS

- **Presentation Forms**
- **Discussion Forms**
- **Demonstration**
- **Simulation**
- **Cooperative Learning**
- **Problem Solving**
- **Tutorial**

NON-VERBAL ELEMENTS

- **Eye contact**
- **Space**
- **Facial expressions**
- **Posture**
- **Gestures**
- **Movement**
- **Vocalization**

PRESENTATION GUIDELINES

- **State objectives**
- **Gain attention**
- **Be organized**
- **Use training aids**
- **Know your material**
- **Answer questions**
- **Show enthusiasm**
- **Maintain control**
- **Be flexible**
- **Be yourself**